



OLIV TA'LIM TIZIMIDA OLIV BORILAYOTGAN ISLOHOTLARDA DAVLAT SIYOSATINING AHAMIYATI

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THE IMPORTANCE OF STATE POLICY IN THE REFORMS IN THE HIGHER EDUCATION SYSTEM

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Annotatsiya. Respublikamizda olib borilayotgan islohotlar turli sohalarning turli darajada ta'sir etib kelmoqda. O'z navbatida ushbu islohotlar nafaqat iqtisodiy sohada, shuningdek ijtimoiy sohada ham amalga oshirilmoqda, ushbu ijtimoiy islohotlar o'z navbatida ta'limdan boshlandi.

Ushbu maqolada O'zbekiston Respublikasida faoliyat yuritayotgan barcha davlat hamda nodavlat Oliy ta'lim muassasa(OTM)larining faoliyatining tahliliga qaratilgan bo'lib, ushbu tahlilning amalga oshirishdan asosiy maqsad hozirgi kundagi olib borilayotgan islohatlarning qay darajada mavjud muammoni yechimi sifatida yondashilayotganini ko'rsatishga qaratilgan. Shuningdek, ushbu maqolada respublikada faoliyat yuritayotgan davlat, nodavlat va xususiy OTMlar soni, ularda tahsil olayotgan talabalar hamda ushbu OTMlarda faoliyat yuritayotgan prof-o'qituvchilar tahlilini yoritishga qaratiladi. Shu bilan birga, respublika bo'yicha tahsil olayotgan talabalarni viloyatlar kesmida tahlil ko'rsatkichlari yoritilgan.

Hozirgi vaqtda ta'lim sohasidagi islohotlar iqtisodiy va ijtimoiy rivojlanishning muhim ko'rsatkichlaridan biri hisoblanadi. Shu boisdan ham mamlakatimizda amalga oshirilgan Yangi O'zbekistonning ilk islohotlari ijtimoiy sohada, ayniqsa, ta'lim sohasida amalga oshirila boshlandi. Masalan, 70 ga yaqin yangi maktab qurilayotgani, maktabgacha ta'lim muassasalari bilan ta'minlash 27 foizdan 70 foizga, oliy ta'lim muassasalarini qamrab olish darajasi 9 foizdan 38 foizga oshganini ko'rishimiz mumkin.

Abstract. The reforms carried out in our republic are affecting different sectors at different levels. In turn, these reforms are implemented not only in the economic sphere, but also in the social sphere, these social reforms, in turn, began with education.

This article focuses on the analysis of the activities of all state and non-state Higher Education Institutions (HEIs) operating in the Republic of Uzbekistan, and the main purpose of this analysis is to show the degree to which the current reforms are

being approached as a solution to the current problem. Also, this article focuses on the analysis of the number of state, non-state and private higher education institutions operating in the republic, students studying in them, and professors working in these higher educational institutions. The reforms carried out in our republic are affecting different sectors at different levels. In turn, these reforms are implemented not only in the economic sphere, but also in the social sphere, these social reforms, in turn, began with education. Currently, reforms in the field of education are one of the important indicators of economic and social development. For this reason, the first reforms of New Uzbekistan implemented in our country began to be implemented in the social sphere, especially in education. For example, we can see the construction of about 70 new schools, the increase of pre-school coverage from 27% to 70%, and the increase of the coverage level of higher education institutions from 9% to 38%.

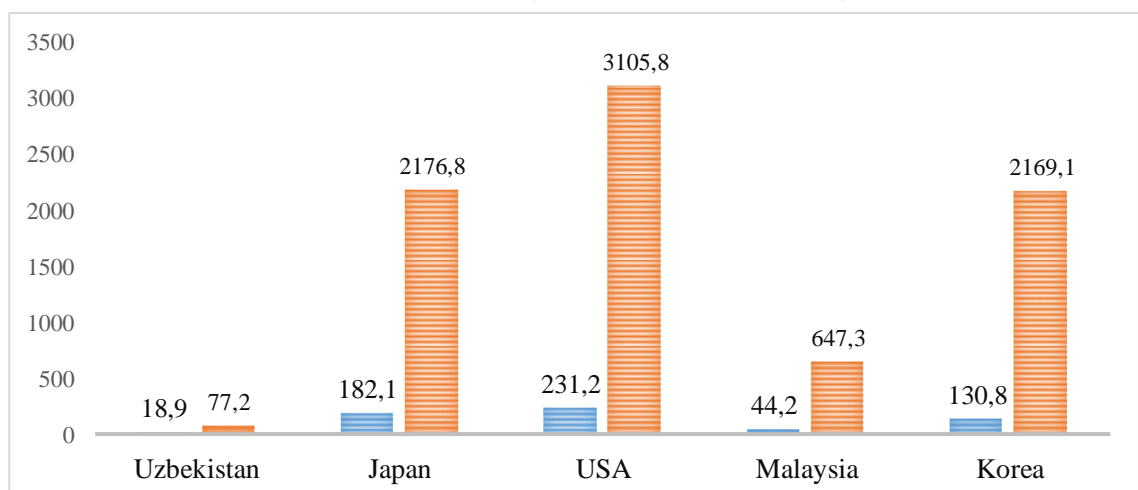
Kalit so'zlar: davlat, nodavlat, xorijiy, talaba, oliy ta'lim muassasasi, islohot, o'qituvchi

Keywords: state, non-state, foreign, student, higher education institution, reform, teacher.

Introduction. President Sh. Mirziyoyev noted "Increasing the quality of education is the only correct way of development of New Uzbekistan" [1]. In this regard, the name for 2023 year is "attention to people and quality education". In addition, the concept "Development of the Higher Education System of the Republic of Uzbekistan until 2030", "New Development Strategy of Uzbekistan for 2022-2026", and a new version The Constitution of the Republic of Uzbekistan and the strategy "Uzbekistan-2023" and many other regulatory documents adopted educational reforms as the main criterion for further development of country.

If we drop a glance to statistical reports, it has shown that Uzbek authority spent an average of 18,909 US dollars per child in Uzbekistan as investment, its return is 77,291 US dollars or almost 4 times more. In Japan this figure is worth 182,103 US dollars for a Japanese child, and we can see that it return is 2,176,818 US dollars or almost 12 times more (Figure 1).

Figure 1. Investments per student for the full cycle of education and income in the form of value added (thousands of US dollars)



Source: Based on data from Buyuk Kelajak



We can see that 231,263 US dollars are spent per citizen in the USA, and the return on this investment is calculated to be 3,1 million US dollars or 13 times more. In the country of Malaysia, it can be seen that this cost is 44,2 thousand US dollars, and the return is 647,3 thousand US dollars, or 15 times more. Next, if 130,8 thousand US dollars are invested for the education of one child in South Korea, the return of this investment is 17 times more than 2,1 million.

This info is given to provide how human capital is essential for economy of country. However, before considering these returns, it is worthy to explore how these

countries come to such high returns. According to our calculation every step begins with intervention of authority. Therefore, it is considering the models of intervention of authority to education system. According to the team of Buyuk Kelajak, there are three types of models of education.

Now, the management of HEIs is formed based on the following models.

Model 1. High level of state participation in education

Provision of services by the state, financing at the expense of tax revenues. The private sector covers only the needs of the wealthy population.

pros	cons
High accessibility of public education for low-income groups of the population	The quality of education depends on the size tax revenue
	High risks of providing low quality services, in features in public and higher education
	Low level of innovative development system

Result: Universal coverage of quality education is only possible if there are sufficient tax revenues. (Germany and Austria)

Model 2. Mixed model

Creating conditions for the development of the private sector in the field of education and the development of science and innovation through the development of private service entities while supporting public provision for the poor.

pros	cons
High accessibility of the education system	Low level of private sector development
Uniform quality at all stages of education	Low level of development of private financing institutions

Result: Access to high quality education for all segments of the population (Brazil and Canada)

Model 3. A High participation of private players

The provision of educational services is entirely outsourced to private companies,

financing is provided by private organizations or private contributions from citizens, and public assistance is provided only to disadvantaged groups through cost-sharing mechanisms.

pros	cons
High quality educational services	Limited coverage of educational services
	High tuition costs

Result: Among the poor, the level of education is low, but of high quality. (United Kingdom and Japan)

Researchers Richard Murnane and Richard Nelson in their article "Improving the Performance of the Education Sector: The Valuable, Challenging, and Limited Role of Random Assignment Evaluations" [3] conducted research on the education system and management in education, and they also highlighted their views on the quality of education and its positive consequences.

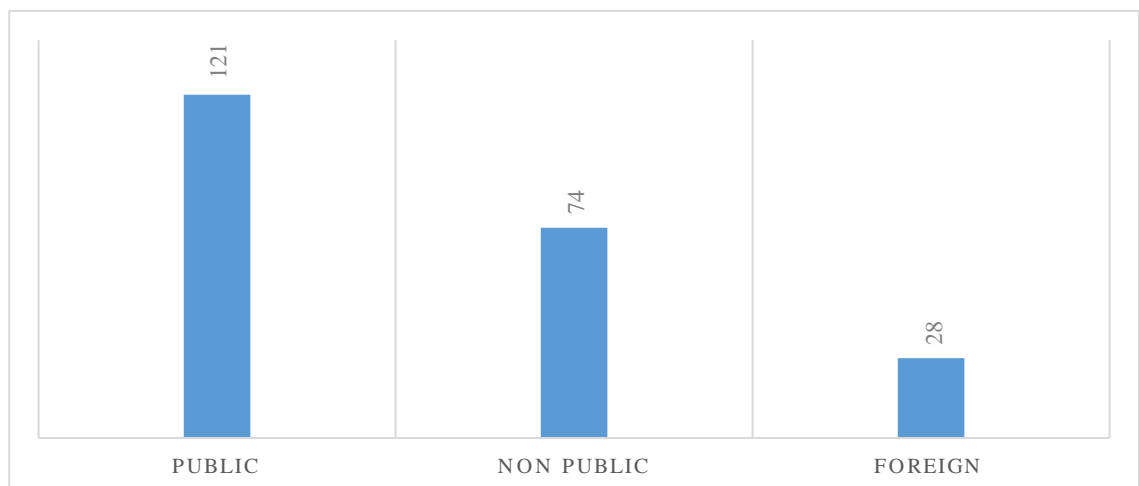
Giancarlo Corsi in his article entitled "Education Reform as a Global Phenomenon" [4] highlighted the negative and positive consequences of reforms in the field of education. Joseph Zajda shared his views on the consequences of globalization

in the research entitled "Discourses of globalization and higher education reforms" [5].

The information in this article is based on the analysis of secondary data, as well as statistical reports and documents, obtained from various government ministries and agencies. Data analysis was supplemented by workshops, focus group discussions, and expert surveys with employers.

According to the information of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan as of January 1, 2024, the number of HEIs currently operating in our republic is 223. Of these, 121 state, 74 non-state and 28 foreign educational institutions are operating (Fig. 4).

Figure 2. The number of HEIs in Uzbekistan on basis of form of ownership



Source: Ministry of Higher Education

The total number of students is 1,3 million in Uzbekistan. The number of students in 121 public universities is 992,231 or 74% of the total number. The

students of non-public is 310,649 or 23% of the total number of students in 74 non-public universities, and the number of students in foreign HEIs is 34,573 or 3% of

the total percent of students in 28 foreign HEIs (Table 1).

Table 1. The number of students in HEIs by ownership form

No	Ownership form	Number of students	As a percentage of the total
1.	Public	992231	74
2.	Non public	310649	23
3.	Foreign	34573	3
total		1 337 453	

Source: Ministry of Higher Education

According to the information of the ministry, the National University of Uzbekistan is the single leader in terms of the number of students with 34,633 students,

followed by Ferghana State University (29,784), and in third place Karakalpak State University is (29201) (Table 2).

Table 2. The largest number of students among the top 10 public HEIs

No	Name of HEI	Number of students
1.	National University of Uzbekistan	34633
2.	Fergana State University	29784
3.	Karakalpak State University	29201
4.	Urganch State University	28487
5.	Tashkent State University of Economics	24166
6.	Namangan State University	24020
7.	Tashkent State Pedagogical University	23006
8.	Chirchik State Pedagogical University	22814
9.	Uzbekistan State University of World Languages	22455
10.	Termiz State University	22387

Source: Ministry of Higher Education

Next is Urganch State University, where 28,487 students are studying. At the Tashkent State University of Economics, the number of students is 24,166 and occupies the 5th place. The number of students at Namangan State University is 146 less than Tashkent State University of Economics, and it ranks 6th. We can see that the number of students studying at Tashkent State

Pedagogical University is 23,006, and it is 1,014 less than Namangan State University.

The next aspect of our analysis is about the schools with the largest number of students among non-public HEIs. According to statistics, 27,138 students are studying at Tashkent University of Applied Sciences. With this indicator, we can see that it has the largest number of students among non-state HEIs (Table 3).

Table 3. The largest number of students among the top 10 non-public HEIs

No	Name of HEI	Number of students
1.	Tashkent University of Applied Sciences	27138
2.	Termiz University of Economics and Service	18209
3.	ALFRAGANUS UNIVERSITY	16982
4.	Asian International University	15091
5.	Tashkent International University of Chemistry	13037

6.	University of Economics and Pedagogy	12440
7.	Institute of ISFT	11206
8.	Tashkent Institute of Economics and Pedagogy	10125
9.	Renaissance University of Education	10083
10.	Navoi Innovation University	9811

Source: Ministry of Higher Education

We can see that the number of students studying at Termiz University of Economics and Service is 18,209, which is 8,929 less than Tashkent University of Applied Sciences. Alfraganus University is in third place, with 16,982 students, 1,227 less than Termiz University of Economics and Service. Next, we can see that there are 15,091 students at the International University of Asia, and 1,891 students less than Alfraganus University.

The next aspect of our analysis is the number of students studying in foreign HEIs operating in Uzbekistan. According to statistics, we can see that 5,555 students are studying at the Singapore Management Development Institute. With the second number, we can see that Webster University's Center for Educational Implementation has 4,744 students, 811 less than Singapore Management Development Institute (Table 4).

Table 4. The largest number of students among the top 10 foreign HEIs

No	Name of HEI	Number of students
1.	Singapore Management Development Institute in Tashkent	5555
2.	Center for implementation of educational programs of Webster University in Tashkent	4744
3.	Tashkent International University of Westminster	4710
4.	Polytechnic University of Turin in Tashkent	2739
5.	Puchon University in Tashkent	1818
6.	Inha University in Tashkent	1689
7.	Belarusian-Uzbekistan Institute of Intersectoral Practical Technical Qualifications in Tashkent	1582
8.	Adju University in Tashkent	1465
9.	Branch of Astrakhan State Technical University in Tashkent region	1122
10.	National Research University is a Tashkent branch of the Federal State Budget Higher Education Institution	1013

Source: Ministry of Higher Education

We can see that the number of students studying at the Tashkent International University of Westminster is 4,710, which is 34 less than that of Webster University. In the fourth place is the Polytechnic University of Turin, the number of students studying in it is 2,739, and we can see that it is less than the University of Westminster by 1,971 students.

The number of public higher education institutions is 121, and 992,231

students are studying in them. Now, if we consider them by region, we can see that students from Samarkand make up 104,833 students in state higher education institutions or 11 percent of students studying in state higher education institutions. In the second place, we can see that Kashkadarya region has 102,186 students or 11% of the total (Table 5).

Table 5. The number of students studying at public HEIs across regions

№	Region	Number of students	As a percentage of the total
1.	Samarkand region	104833	11
2.	Kashkadarya region	102186	10
3.	Fergana region	97637	10
4.	Tashkent city	80196	8
5.	Tashkent region	77215	8
6.	Surkhandarya region	72611	7
7.	Karakalpakstan Resp	72480	7
8.	Bukhara region	69536	7
9.	Andijan region	68102	7
10.	Namangan region	61068	6
11.	Khorezm region	59986	6
12.	Jizzakh region	50522	5
13.	Navoi region	46728	5
14.	Syrdarya region	29131	3
Total		992 231	

Source: Ministry of Higher Education

Fergana region has 97,637 students in 121 state HEIs, or 10% of the total, and it is almost one percent with Kashkadarya region. The proportion of total students studying in state higher education institutions is 8 percent in Tashkent city and region, and in relation to the number of students, it is 80,196 and 77,215. With the indicators of Surkhandarya region (72,611), the Republic of Karakalpakstan (72,480), Bukhara region (69,536) and Andijan region (68,102), the proportion of students studying in state higher education institutions is 7 percent. According to our statistical data, the lowest number of students in 121 state HEIs is in

Syrdarya region with 29,131 students, or 3% of the total.

According to the statistics of the Ministry, there are currently 74 non-state higher education institutions, where a total of 310,649 students are studying. If we analyze the students studying in these higher education institutions by region, 43,166 students from Tashkent region make up 14% of the total. Tashkent region is in second place with 40,920 people or 13% of the total. Our next region is Kashkadarya, where 38,000 people make up 12 percent of the total (Table 6).

Table 6. The number of students studying in non-public HEIs across regions

№	Region	Number of students	As a percentage of the total
1.	Tashkent region	43166	14
2.	Tashkent city	40920	13
3.	Kashkadarya region	38000	12
4.	Surkhandarya region	27901	9
5.	Bukhara region	25660	8
6.	Fergana region	22931	7
7.	Khorezm region	19981	6

8.	Samarkand region	18439	6
9.	Namangan region	17987	6
10.	Andijan region	14085	5
11.	Jizzakh region	11413	4
12.	Navoi region	10830	3
13.	Syrdarya region	10246	3
14.	Karakalpakstan Resp	9090	3
Jami		310 649	

Source: Ministry of Higher Education

We can see that students from Surkhandarya are in the 4th place, making up 27,901 students or 9 percent of the total. Khorezm region (19,981), Samarkand region (18,439) and Namangan region (17,987) make up 6% of the total number of students. In the Republic of Karakalpakstan, Navoi and Syrdarya regions, 3% of the total number of students is 310,649.

Currently, the number of foreign higher education institutions operating in our republic is 28, and the total number of students studying in them is 34,573. The first place in the city of Tashkent, where it leads with 51 percent of this total number of students is 17,593. Tashkent region is in second place with 4,415 students or 13% of the total (Table 7).

Table 7. Number of students studying at foreign HEIs across regions

№	Region	Number of students	As a percentage of the total
1.	Tashkent city	17593	51
2.	Tashkent region	4415	13
3.	Andijan region	2029	6
4.	Samarkand region	1456	4
5.	Kashkadarya region	1313	4
6.	Fergana region	1268	4
7.	Bukhara region	1100	3
8.	Jizzakh region	1087	3
9.	Khorezm region	890	3
10.	Navoi region	812	2
11.	Karakalpakstan Resp	725	2
12.	Namangan region	663	2
13.	Surkhandarya region	657	2
14.	Syrdarya region	565	2
Total		34 573	

Source: Ministry of Higher Education

Andijan region has 2,029 students that studying in foreign HEIs in our republic, which is 6% of the total. The number of students from Samarkand (1,456),

Kashkadarya (1,313) and Fergana (1,268) provinces studying in foreign higher education institutions is 4 percent of the total. The number of students from Bukhara

(1100), Jizzakh (1087) and Khorezm (890) regions studying in foreign higher education institutions is 3 percent of the total. The rest of the territory (Navoi, Namangan, Surkhandarya and Syrdarya regions and the Republic of Karakalpakstan) accounts for 2 percent.

The number of students in public HEIs is 992,231 and they are studying in 121 universities. Teaching staff are 36,490 for these students. On average, there are 302 professors and teachers in HEIs of each state. There are 29,000 teachers in state HEIs without a title, which is 80 percent (Table 8).

Table 8. The number of teachers working in public HEIs

No	By title	Number	As a percentage of the total
1.	Without a title	29079	80
2.	Assistant professor	5607	15
3.	Professor	1428	4
4.	Senior researcher	376	1
Total		36 490	

Source: Ministry of Higher Education

The number of people with the title of "associate professor" in state HEIs is 5,607, which is 15% of the total working professors and teachers. The number of those with the academic title "Professor" is 1,428, or 4 percent of those working in state higher education institutions. The number of teachers with the title of "Senior

Researcher" is 376, which is 1 percent of the total.

In our republic 310,649 students are studying in 74 non-state HEIs. 4334 professors are teaching these students. On average, there are 59 professors and teachers in HEIs of each state. 3,600 teachers in non-state HEIs are without titles, which is 84 percent (Table 9).

Table 9. The number of teachers working in state HEIs

No	By title	Number	As a percentage of the total
1.	Without a title	3624	84
2.	Assistant professor	546	13
3.	Professor	114	3
4.	Senior researcher	50	1
Total		4334	

Source: Ministry of Higher Education

The number of people with the title of "associate professor" in non-public HEIs is 546, which is 13% of the total working professors. The number of those with the academic title "Professor" is 114, or 3 percent of those working in non-public HEIs. The number of teachers with the title

of "Senior Researcher" is 50, which is 1 percent of the total.

In our republic 34,573 students are studying in 28 foreign HEIs. 475 professors are teaching these students. On average, there are 73 professors and teachers in each foreign higher education institution. 365

teachers in foreign HEIs are without titles, which is 77 percent (Table 10).

Table 10. The number of teachers working in foreign HEIs

No	By title	Number	As a percentage of the total
1.	Without a title	365	77
2.	Assistant professor	59	12
3.	Professor	39	8
4.	Senior researcher	12	3
Total		475	

Source: Ministry of Higher Education

The number of people with the title of "associate professor" in foreign higher education institutions is 59, which is 12% of the total working professors. The number of those who have the academic title "Professor" is 39, or 8 percent of those working in foreign universities. The number of teachers with the title of "Senior Researcher" is 12, which is 3% of the total.

DISCUSSION

The results of this article focus on the diversity among form of ownership of Higher educational institutions. According to the results, it can be seen that at public HEIs students from Samarqand, Kashkadarya and Fergana regions are many than other regions of Uzbekistan. The number of students that studying in non-public higher educations from Tashkent region and Tashkent city much more than other regions. While observing number of students that studying at foreign HEIs, it can

be seen that Tashkent city and Tashkent regions are top.

Based above mentioned discussion data, it needs to explore the reason why at public HEIs Samarqand, Kashkadarya regions are at top, while non-public and foreign HEIs Tashkent city and Tashkent region are considered at top. Perhaps, number of public universities are many in Samarqand and Kashkadarya regions, or students from these regions more prefer to study at public universities. Such hypothesis might be implemented to Tashkent region and Tashkent city. It needs to researched and explored.

CONCLUSION

We can conclude from the analysis of the activities of HEIs in our republic today that:

1. The management model of HEIs is moving from a high level of state participation in education to a mixed model;
2. The transfer of management of private enterprises from state to non-state ownership leads to higher results (in terms of investment in human capital and income in the form of added value);
3. Higher number of students from Samarkand, Kashkadarya and Fergana regions compared to other regions in state HEIs;
4. Higher number of students in non-state HEIs mainly in Tashkent, Kashkadarya regions and Tashkent city compared to other regions;
5. Participation of prof-teachers with almost the same rank in state, non-state and foreign HEIs.



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